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ABSTRACT

Designed to be a practical aid in the implementation of a minimal language arts program for kindergarten through grade five, this curriculum guide outlines the various skills which the child needs to master. Skills involving nonverbal communication, oral communication, literature, language, and written communication correlate to the specific Florida State Minimum Student Performance Standards/Basic Skills in Writing, which are measured in the third grade. The other skills taught, while not identified as "basic skills" by the state, are necessary to a comprehensive language arts program and for compliance with state accreditation standards. This document is intended for use with the "Sample Teaching Evaluation Packet" which lists specific activities for each skill given. The appendix offers several worksheets and sample tests. (JF)

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# ELEMENTARY LANGUAGE ARTS

# PROGRAM MANAGEMENT GUIDE

## (KINDERGARTEN - GRADE FIVE)

edited by Rosemary W. Bonifay
Gertrude G. Smith

Escambia County School Board
P.O. Drawer 1470
Pensacola, Florida 32597

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## Foreword

The Elementary Language Arts Program Management Guide (with its records-keeping system and accompanying Sample Teaching/Evaluation Packets) is designed to be a practical aid in implementing a minimal language arts program, kindergarten through grade five.

This program element includes all aspects of the subject area (except reading): non-verbal, oral, and written communication; language; and literature. A series of concise statements of minimal skills to be attained by students in each language arts strand at every grade level is the core of the Guide. These skills incorporate the appropriate State Minimum Student Performance Standards/Basic Skills in Writing. They also reflect State Accreditation Standards (1971), state and district goals, the existing district language arts program, programs in other districts, and the professional judgment of a hard-working committee of elementary teachers.

Features of the Guide which will provide teachers assistance in program implementation are

(1) the use of an asterisk, upper case type, and a coded reference number for all skills which the State Assessment Program measures at grades 3, 5, and 8;

(2) a sample class record/checklist form;

(3) an individual student record for charting the cumulative progress of each elementary student in language arts skills mastery;

(4) color coding by grade level for easy reference;

(5) an Appendix containing explanatory and reference material;

(6) companion packets of sample grade level (grades one through five) teaching/evaluation strategies, also color coded;

(7) a space adjacent to each skill, headed Teacher References, for the listing of instructional materials.

Although this guide does not purport to present a complete elementary language arts curriculum, it does provide guidance to teachers, curriculum coordinators, and principals in the development of the basic language arts programs in their schools. Further, it gives classroom teachers assistance in the various management tasks which must be done efficiently and effectively if students are to learn.

Spring, 1978

R.W.B.
Editor

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The following committee of elementary language arts teachers spent many hours with enthusiasm and unfailing good spirits exploring, writing, rewriting, articulating, and reviewing the skills and sample teaching/evaluation strategies appearing in this guide:

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A special word of appreciation is due Mrs. Jean Graham, Language Arts Secretary, who spent countless hours in the typing, printing, and assembling of the final product.

Rosemary W. Bonifay, Editor
Gertrude G. Smith, Consulting Editor
Ray Strebeck, Language Arts Supervisor

## USER'S GUIDE

In order to interpret easily and thereby to make good use of the Guide, a user should examine carefully the following explanation of format, language, and symbols:

① GRADE 2

| ② WRITTEN COMMUNICATION | ⑦ TEACHER REFERENCES |
|---|---|
| ③ 34. ④ *DICTATES GRAMMATICALLY CORRECT SENTENCES. ⑤ (3WA1) | |
| 35. ⑥ Writes a dictated sentence correctly. | |

① GRADE LEVEL - All elementary grade levels (kindergarten through grade five) are indicated for the minimal language arts skills which follow.

② This heading is one of five major language arts strands under which skills are identified: NON-VERBAL, ORAL and WRITTEN COMMUNICATION; LANGUAGE; and LITERATURE. (Reading skills can be found in curriculum materials developed under the auspices of the Reading Department.)

③ Skills identified for a grade level are numbered sequentially. The numbering system does not reflect any priority or recommended teaching sequence--with the exception of Kindergarten Skills. (The developmental nature of learning, students' individual learning styles, students' levels of skill mastery--these factors and others will determine priority and sequence.)

④ Each skill statement is understood to be prefaced by THE STUDENT . . . . A skill appearing in upper case type preceded by an asterisk is a Minimum Student Performance Standard/Basic Skill in Writing measured in a Statewide Assessment Program. Basic Skills have been reworded, when necessary, to reflect an appropriate sub-skill at a lower grade level.

⑤ The coded entry in parentheses appearing with each MSPS/Basic Skill is made up of

(a) the number 3, 5, or 8 indicating the grade level at which the Basic Skill is measured in Statewide Assessment;
(b) the letter W indicating that it is a Writing Skill (MSPS) as contrasted with R (Reading) or M (Mathematics);
(c) the upper case letter representing the State Minimum Student Performance Standard;
(d) the arabic numeral corresponding to the MSPS/Basic Skill in Writing.

⑥ A skill written in lower case letters is a minimal District Language Arts Skill.

⑦ TEACHER REFERENCES - The column provides space for a teacher to note instructional materials, explanations, teaching strategies, etc.

The Sample Teaching/Evaluation Packets (STEP) for grades 1-5 which accompany the Guide are color-coded to the grade level pages of skills statements. Each skill is repeated in the corresponding STEP materials, and a sample evaluation strategy is given. Some STEP pages can be reproduced for use with students; however, in many instances the activities presented are inadequate for the determination of skill mastery. Used appropriately, these STEP activities can provide valuable assistance to a teacher.

The cumulative individual student record is a simple form. The numbers correspond to the numbers of the skills statements and to those in the STEP materials. Appropriate marking of these numbers facilitates diagnosis, instruction, and evaluation.

The sample class record form makes possible a day-to-day account of student progress and provides data for program evaluation. This form can be used not only for skill mastery but also as a checklist for sub-skill mastery. For example,

SAMPLE CLASS RECORD

Grade: 3
Teacher: Jones

| STUDENTS | SKILLS 17. *SINGULAR NOUNS | 19. *REG. PLURALS | 20. *WRITES PLURALS | 18. *REGULAR VERBS | 21. Synonyms & Antonyms | 22. Compounds | 23. Alphabetizes |
|---|---|---|---|---|---|---|---|
| Allen, B. | ⊗ | ⊗ | ○ | ○ | | | |
| Baker, G. | ⊗ | ⊗ | ⊗ | ⊗ | | | |
| Clark, E. | ⊗ | ⊗ | ⊗ | ⊗ | | | |
| Davis, S. | ⊗ | ⊗ | ○ | | | | |
| Flynn, T. | ⊗ | ○ | ○ | | | | |
| Green, A. | ⊗ | ⊗ | ⊗ | | | | |
| Harris, C. | ⊗ | ⊗ | ○ | | | | |
| Jones, M. | ⊗ | ⊗ | ○ | | | | |
| Owens, W. | ⊗ | ⊗ | ○ | | | | |

Used as a class record, symbols or dates can indicate introduction and subsequent mastery of a skill.

SAMPLE CHECKLIST

10. Makes a 3-minute oral report.

Rating scale: 1(u) - 5(e)
3 = Satisfactory performance

| STUDENTS | SUB-SKILLS (Criteria) Volume | Rate | Pitch | Stress | Juncture | Length of report | TOTAL | Comment |
|---|---|---|---|---|---|---|---|---|
| Allen, B. | 4 | 3 | 4 | 3 | 2 | 3.2 | | Fast |
| Baker, G. | 2 | 4 | 4 | 4 | 2 | 3.3 | | Soft |
| Clark, P. | 2 | 1 | 2 | 2 | 1 | 1.6 | | More work |
| Davis, S. | | | | | | | | |
| Flynn, T. | | | | | | | | |
| Green, A. | | | | | | | | |
| Harris, C. | | | | | | | | |
| Jones, M. | | | | | | | | |
| Owens, W. | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Used as a checklist, the sub-skills (or criteria for measurement) can be identified in detail and appropriate ratings can be made.

SAMPLE CHECKLIST

30. Writes legibly in cursive.

Rating scale: 1 (low) - 5 (high)
3 = Satisfactory

| STUDENTS | SUB-SKILLS (Criteria) Letter formation | Size of letters | Uniformity | Slant | Spacing (Other) | TOTAL | DATE |
|---|---|---|---|---|---|---|---|
| Allen, B. | 4 | 5 | 4 | 4 | | 4.4 | 2/15 |
| Baker, G. | 2 | 3 | 2 | 3 | | 2.4 | 2/15 |
| Clark, P. | 1 | 2 | 1 | 2 | 2 | 1.6 | 2/16 |
| Davis, S. | | | | | | | |
| Flynn, T. | | | | | | | |
| Green, A. | | | | | | | |
| Harris, C. | | | | | | | |
| Jones, M. | | | | | | | |
| Owens, W. | | | | | | | |
| | | | | | | | |
| | | | | | | | |

The sample class record/checklist form requires only one listing of students' names if sheets are folded back as in a teacher's grade book.

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## Explanatory Notes

### Kindergarten

Because language arts functions as the core of the kindergarten program and can integrate all subject areas, kindergarten teachers realize that they must foster the development of language skills throughout the year. The skills in the Guide serve as the skeleton of the language arts program but are not intended to identify a complete reading readiness program.

The skills printed in upper case letters are correlated to specific State Minimum Student Performance Standards/Basic Skills in Writing which are measured at the third grade. Mastery of these skills represents minimal performance by kindergarten students. Most students should be able to master higher level skills. The other skills, while not identified as "basic skills" by the State, are necessary to a comprehensive language arts program and for compliance with State Accreditation Standards.

The activities which accompany the skills represent only sample activities and should be supplemented to the degree necessary for skill mastery.

| ORAL COMMUNICATION | SUGGESTED ACTIVITIES |
|---|---|
| 1. *CLASSIFIES PICTURES OF OBJECTS, CONSIDERING ONE ATTRIBUTE, AND EXPLAINS REASONING. (3WB2) | (This objective may require sequential development, building from the concrete to the representative levels. As students mature, they will move from non-verbal to oral communication. Students should learn to explain their thinking.)<br><br>Readiness Steps:<br>1. Classifies concrete objects, considering one attribute, without verbal explanation.<br>Activity:<br>Sorts blocks according to color.<br>Activity:<br>The teacher places two (2) boxes near coat hooks in room--one box for gloves and one box for hats.<br>2. Classifies concrete objects considering one attribute and orally explains reasoning.<br>Activity:<br>Student plays games sorting food and clothes in separate categories and says, "These are things we wear and things we eat"; or at the water table classifies things that float or sink.<br>3. Classifies pictures of objects, considering one attribute, without giving verbal explanation.<br>Activity:<br>Sorts pictures of pictures of people into categories of girls and boys.<br>Activity:<br>Sorts pictures of animals into categories of those that swim and those that fly.<br>4. Activity:<br>Classifies pictures of objects, considering one attribute, and explains reasoning.<br>The teacher gives the child a set of pictures of various animals and people and asks the child to sort them into two groups and tell why. |
| LITERATURE | |
| 2. *ARRANGES TWO PICTURES IN ORDER TO MATCH THE SEQUENCE OF A STORY. (3WB3) | Readiness Steps:<br>1. Chooses a picture to match the events of a story.<br>Activity:<br>After having heard a story, children select from a variety of props and costumes the one that fits the story. For example: For Little Red Riding Hood children should choose a red cape from among the choices of the cape, a tiger mask, and a gingerbread boy.<br>Activity:<br>The teacher reads a story and presents three pictures, two of which are unrelated to the story. Student chooses the picture that fits the story. |

| | SUGGESTED ACTIVITIES |
|---|---|
| | Activity for the final objective:<br>The teacher reads a story and presents two pictures. Child arranges pictures to match the sequence of the story. |
| NON-VERBAL COMMUNICATION<br>3. Understands signals used to communicate messages. | Activity:<br>In a Thanksgiving unit children and teacher can create Indian sign language and practice communicating with it.<br>Activity:<br>Many classroom activities (e.g., finger plays and teacher hand signals) help to meet this objective.<br>Activity:<br>Children role play using only body language to convey emotions and/or actions. |
| NON-VERBAL COMMUNICATION<br>4. Pantomimes suggested actions. | Activity:<br>Through songs, poems, rhymes or dramatics, children role play such actions as eating, washing, combing, swimming, being afraid, or crying.<br>Activity:<br>Children may pantomime an activity, and others try to guess what is being represented. |
| LITERATURE<br>5. *DRAMATIZES THE MAJOR EVENTS OF A STORY IN THE PROPER SEQUENTIAL ORDER. (3WB3) | Activity:<br>Children act out the story of The Three Billy Goats Gruff, portraying what happened first, second and third. |
| ORAL COMMUNICATION<br>6. *FOLLOWS TWO ORAL DIRECTIONS IN THE PROPER SEQUENCE. (3WB3) | Activity:<br>Many common classroom activities provide practice in this skill. For example, the teacher says, "Place your paper in the box and choose a book."<br>OR<br>Children follow directions in songs or games such as Hap Palmer Records and Bowmar Rhythms to Reading. |
| 7. *TELLS A REASONABLE OUTCOME TO A SERIES OF EVENTS. (3WC4) | Activity:<br>The teacher asks the child to complete the following sentences:<br>1. Bobby went to the store to buy a bag of ____.<br>2. It started raining so Lynn put on her _____.<br>3. Jim opened his toy box and took out his _____. (Any logical answer is acceptable.)<br>Activity:<br>The teacher presents a picture suggesting several possible outcomes. Child predicts what he thinks will happen.<br>-Peabody Language Kit has several pictures good for this activity.<br>-Before and during a story the pictures on the cover and within the book can be used to elicit predictions from children. |

| | SUGGESTED ACTIVITIES |
|---|---|
| 8. Names the missing part of a picture. | Activity:<br>The teacher presents a picture to the child with part of it covered and has the child name the pictured object and tell what is missing.<br>Activity:<br>Assembles simple puzzles of shapes, animals, objects, letters, etc. |
| 9. Identifies objects and actions from pictures. | Activity:<br>The teacher shows a picture of a ball and asks the child to pick up a ball from an assortment of objects.<br>Activity:<br>The teacher displays a doll and asks the child to find a doll in a supplied picture.<br>Activity:<br>The teacher shows a picture of a child hopping and asks the student to imitate the action. |
| LANGUAGE<br>10. Supplies the correct verb to identify action in a picture. | The teacher shows the child a picture of someone jumping rope and asks what is happening. |
| ORAL COMMUNICATION<br>11. *SUPPLIES FULL NAME, BIRTHDAY, AGE, ADDRESS, AND PARENT'S NAME.<br>(3WF8) | The teacher structures situations to be dramatized or devises games to be played which incorporate the requirement for the child to supply name, address, age, etc. orally. |
| LANGUAGE<br>12. *MODELS GRAMMATICALLY CORRECT SENTENCES.<br>(3WA1) | Fingerplays and songs are activities which help children acquire this skill.<br><br>Activity:<br>The teacher and students play an echo game using grammatically correct sentences.<br>Note: The teacher should observe students for typical grammatical errors and then produce correct models.<br>Activity:<br>Invent games for practicing standard grammar. For example, while standing in a circle, one child removes his shoe; and the teacher says, "Whose shoe is this?" |
| ORAL COMMUNICATION<br>13. *REPEATS A SIMPLE MESSAGE TO ANOTHER PERSON.<br>(3WD5) | Activities:<br>--Children carry oral messages to the office.<br>--Children role play a telephone call to the police because a family member is missing. |
| 14. Expresses himself orally in individual and group situations. | Activities:<br>--Child orally describes where he will play or what he will do next.<br>--Child "speaks" for puppets.<br>--Child participates in a variety of language experiences. |

| | SUGGESTED ACTIVITIES |
|---|---|
| 15. Recites nursery rhymes, finger plays and poems in groups and individually. | Activity:<br>Kindergarten activities throughout the year provide opportunities to develop this skill. |
| WRITTEN COMMUNICATION | |
| 16. *DESCRIBES AN OBJECT, USING COMPLETE SENTENCES.<br>(3WH12) | Activity:<br>"Tell me about this . . . (doll, toy, flower, picture)." The student responds in complete sentences. |
| 17. *DRAWS A PICTURE ABOUT AN EXPERIENCE (FUTURE OR PAST EVENT) AND DICTATES A MESSAGE DESCRIBING THE PICTURE.<br>(3WD5)<br>(3WE6) | Activities:<br>--Invitations for PTA meetings<br>--Language experience picture about a party |
| LITERATURE | |
| 18. Identifies words that rhyme. | Activities:<br>--The teacher reads familiar rhyming stories and poems and omits some rhyming words for children to supply.<br>--Children help create rhymes using their own names. |
| WRITTEN COMMUNICATION | |
| 19. *RECOGNIZES THAT WORDS ARE FORMED BY A SPECIFIC LETTER ORDER.<br>(3WG9) | Activities:<br>--The teacher cuts the child's name into individual letters and asks him/her to regroup the letters to make his/her name.<br>--To emphasize attention to left-to-right order, children can practice matching shapes on a flannel board from left to right.<br>--Left-to-right order in letters can be practiced with letter order lotto games in which children match word cards drawn from a deck to words printed on the lotto board. Start with simple combinations such as "an" "no" "ah" "ha". |
| 20. *DEVELOPS FINE MOTOR SKILLS NECESSARY FOR PAPER AND PENCIL TASKS.<br>(3WJ16) | Activities:<br>--Painting<br>--Modeling clay<br>--Coloring<br>--Cutting smoothly<br>--Picking up rice, popcorn, etc. |
| 21. *HOLDS PENCIL CORRECTLY.<br>(3WJ16) | Activity:<br>The teacher gives children many opportunities to practice holding pencil and observes each child, correcting mistakes as they occur. |
| 22. *TRACES SIMPLE FORMS WITH PENCIL.<br>(3WJ16) | Activity:<br>The student traces simple forms, e.g.<br> <br>or<br>pictures of abstract forms provided by teacher. |
| 23. *SPELLS AND WRITES FIRST NAME.<br>(3WG10) | Activity:<br>The teacher gives the child pencil and paper and asks him/her to print his/her name. |

| | SUGGESTED ACTIVITIES |
|---|---|
| 24. *PRINTS FIRST NAME, CAPITALIZING THE FIRST LETTER. (3WI15) | Activity:<br>The teacher asks the child to print his/her name and observes him while he is printing so that his/her errors can be corrected as they occur. |
| 25. *RECITES THE ALPHABET IN SEQUENTIAL ORDER. (3WG11) | Activity:<br>Sings songs and plays games designed to teach the alphabet. |
| WRITTEN COMMUNICATION | |
| 26. *COUNTS ORALLY BY ROTE 0-9. (3WJ19) | Activity:<br>Participates in finger plays and recites rhymes designed to teach numbers. |
| ORAL COMMUNICATION | |
| 27. Makes choices in his/her listening experiences. | Activities:<br>--The teacher allows children to request the stories they wish to hear.<br>--Children select stories and records to hear in a listening center.<br>--Children select songs to sing during music. |
| NON-VERBAL COMMUNICATION | |
| 28. Identifies common sounds. | Activities:<br>--Participates in games in which he/she closes eyes and guesses the sound the teacher creates.<br>--Listens to records and tapes, teacher-made and commercial, that provide environmental sounds to be identified. |

GRADE 1

| NON-VERBAL COMMUNICATION | TEACHER REFERENCES |
|---|---|
| 1. Identifies and responds to non-verbal stimuli.<br><br>2. *ARRANGES A GROUP OF THREE PICTURES IN SEQUENCE. (3WB3)<br><br>3. *SORTS PICTURES AND SHAPES UNDER SPECIFIC HEADINGS. (3WB2)<br><br>4. Gives at least two non-verbal directions that can be followed by another child. | |
| ORAL COMMUNICATION | |
| 5. Names auditory stimuli.<br><br>6. Listens for a specific purpose.<br><br>7. Identifies oral sentences as statements or questions as determined by stress, pitch, and juncture.<br><br>8. Uses oral language for specific purposes.<br><br>9. Provides beginning and ending consonant sounds to a word naming a given picture. | |
| LITERATURE | |
| 10. *TELLS A STORY IN LOGICAL SEQUENCE WHILE LOOKING AT A PICTURE OR PICTURES. (3WC4)<br>11. Interprets by dramatization a story that has been heard or read.<br><br>12. Answers questions about the characters, plot and setting of a story.<br><br>13. Identifies familiar literature as being poetry or short stories. | |
| LANGUAGE | |
| 14. Identifies in a set of words the one having the opposite meaning of a given word.<br><br>15. Distinguishes between characteristic English word formations.<br><br>16. Identifies naming words (nouns) and action words (verbs) in a simple sentence. | |
| WRITTEN COMMUNICATION | |
| 17. *DISTINGUISHES BETWEEN COMPLETE AND INCOMPLETE SENTENCES PRESENTED ORALLY. (3WA1)<br><br>18. *SPEAKS A COMPLETE SIMPLE SENTENCE. (3WA1)<br><br>19. *CONTRIBUTES TO THE CONTENTS OF A TEACHER-WRITTEN FRIENDLY NOTE. (3WE6) | |

| WRITTEN COMMUNICATION (continued) | TEACHER REFERENCE |
|---|---|
| 20. Distinguishes between upper case and lower case manuscript letters. | |
| 21. Writes with head up and with pencil, hands, paper in proper writing position. | |
| 22. *COPIES LETTERS OF THE ALPHABET AND NUMBERS 0-9 LEGIBLY.<br>(3WJ16)<br>(3WJ19) | |
| 23. *WRITES THE LETTERS OF THE ALPHABET IN SEQUENCE.<br>(3WG11) | |
| 24. *COPIES GROUPED LETTERS TO FORM WORDS, AND SPACES WORDS TO FORM SENTENCES.<br>(3WJ17)<br>(3WJ18) | |
| 25. *COPIES A SIMPLE INVITATION.<br>(3WD5) | |
| 26. Completes orally an unfinished imaginative sentence. | |
| 27. *FILLS IN NAME AND AGE CORRECTLY ON ANY GIVEN FORM.<br>(3WF8)<br>(3WG10) | |
| 28. *IDENTIFIES WORDS REQUIRING CAPITALIZATION IN A SENTENCE OR WORD LIST.<br>(3WI13)<br>(3WI14)<br>(3WI15) | |
| 29. *PUNCTUATES CORRECTLY A SENTENCE WHICH LACKS A PERIOD.<br>(3WH12) | |
| 30. *SPELLS CORRECTLY WORDS SELECTED FROM THE HIGH FREQUENCY LIST THAT ARE APPROPRIATE FOR 1ST GRADE LEVEL.<br>(3WG9) | |

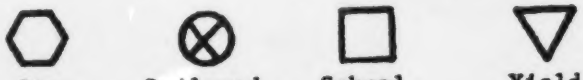
GRADE 2

| NON-VERBAL COMMUNICATION | TEACHER REFERENCES |
|---|---|
| 1. Matches safety symbols to the correct object. | |
| 2. Responds satisfactorily when a non-verbal signal is given. | |
| 3. Names a familiar story being given in pantomime. | |
| **ORAL COMMUNICATION** | |
| 4. Responds appropriately to three-stage directions. | |
| 5. Reads poems, plays, short stories orally using appropriate rate, pitch, volume and tone. | |
| 6. Discriminates between long and short vowel sounds. | |
| 7. Identifies beginning, medial and ending sounds. | |
| **LITERATURE** | |
| 8. Gives an appropriate title to pictures, short stories, poems or non-fiction. | |
| 9. Tells the setting, characters, and plot of easy, silently read stories. | |
| 10. Locates information through use of table of contents. | |
| 11. Acts out a part in a given poem, short story or a piece of non-fiction. | |
| **LANGUAGE** | |
| 12. Distinguishes between sentences and sentence fragments. | |
| 13. Orders alphabetically five simple words beginning with different letters. | |
| 14. Orders alphabetically four words beginning with the same letter by looking at the second letters of the words. | |
| 15. Finds in a pictorial dictionary requested information about assigned words. | |
| 16. Combines words from each of two lists of base words to produce acceptable compound words. | |
| 17. Adds s or es to singular nouns to form the plurals. | |
| 18. Identifies the correct pronoun form: his, her, she, it, he, they, them, we, us, I, me, him. | |
| 19. Identifies the two words that make up a given contraction. | |
| 20. Supplies a word that has the same or similar meaning as a given word. | |

| LANGUAGE (continued) | TEACHER REFERENCE |
|---|---|
| 21. Supplies a word that has the opposite meaning of a given word. | |
| 22. Supplies a word that sounds like, but is spelled differently, from a given word. | |
| 23. Identifies nouns and verbs in sentences. | |
| WRITTEN COMMUNICATION | |
| 24. *USES LEGIBLE MANUSCRIPT WRITING. (3WJ16) | |
| 25. *GROUPS LETTERS TO FORM WORDS. (3WJ17) | |
| 26. *SPACES WORDS TO FORM SENTENCES. (3WJ18) | |
| 27. *COPIES AN INVITATION, NOTICE, OR ANNOUNCEMENT. (3WD5) | |
| 28. *DICTATES AN APPROPRIATELY WORDED FRIENDLY NOTE (INCLUDING DATE, GREETING, BODY, CLOSING, AND SIGNATURE.) (3WE6) | |
| 29. *COPIES A FRIENDLY LETTER. (3WE7) | |
| 30. *DICTATES A LOGICAL SEQUENCE OF EVENTS BASED ON PICTORIAL REPRESENTATIONS. (3WC4) | |
| 31. *CLASSIFIES PICTURES AND SHAPES UNDER APPROPRIATE HEADINGS. (3WB2) | |
| 32. *ARRANGES A GROUP OF FOUR PICTURES IN AN APPROPRIATE SEQUENTIAL PATTERN. (3WB3) | |
| 33. *COMPLETES FORMS WHICH INCLUDE (LEGAL FIRST AND LAST) NAME AND AGE. (3WF8) | |
| 34. *DICTATES GRAMMATICALLY CORRECT SENTENCES. (3WA1) | |
| 35. Writes a dictated sentence correctly. | |
| 36. Completes a group of words to express a thought, thereby making a sentence. | |
| 37. Writes an acceptable English word by applying the same spelling pattern used in two given words. | |

| WRITTEN COMMUNICATION (continued) | TEACHER REFERENCES |
|---|---|
| 38. *SPELLS CORRECTLY WORDS SELECTED FROM A HIGH-FREQUENCY LIST THAT IS APPROPRIATE FOR SECOND GRADE LEVEL. (3WG9) | |
| 39. *SPELLS HIS/HER OWN FIRST AND LAST NAME, AND CAPITALIZES THE FIRST LETTERS IN NAME. (3WG10) (3WI15) | |
| 40. *USES A PERIOD TO COMPLETE A DECLARATIVE SENTENCE HE/SHE HAS WRITTEN. (3WH12) | |
| 41. Chooses the correct punctuation mark to complete a declarative or interrogative sentence. | |
| 42. *CAPITALIZES THE FIRST LETTER OF THE FIRST WORD OF A SENTENCE. (3WI13) | |
| 43. *CAPITALIZES THE PRONOUN I. (3WI14) | |
| 44. Identifies within a list of words or in sentences, proper names, (person's names, days of the week, months, holidays, cities; and states) as requiring capitalization. | |

GRADE 3

| NON-VERBAL COMMUNICATION | TEACHER REFERENCES |
|---|---|
| **1. Demonstrates adequate perceptions of images or shapes.**<br><br>**2. Pantomimes emotions.**<br><br>**3. Identifies specific traffic signs as shown below:**<br><br>  <br>**Stop** **Railroad** **School Crossing** **Yield**<br><br>**4. Arranges four or more pictures sequentially.** | |
| ORAL COMMUNICATION | |
| 5. Responds appropriately to directions of at least three stages.<br><br>6. Identifies orally long and short vowel sounds from a list that is read. (hat, hate, cap, cape)<br><br>7. Retells main events occurring in an oral story. (Teacher-read or recorded story.)<br><br>8. Identifies the letter or letters for sounds heard at the beginning, middle and/or end of selected words.<br><br>9. Reads a paragraph aloud, using pitch, stress, and juncture appropriate to the meaning.<br><br>10. Identifies the rhyming words in selected poems.<br><br>11. Gives oral reports.<br><br>12. Does choral reading. | |
| LITERATURE | |
| 13. Answers appropriate questions about the characters, plot, and setting of a story.<br><br>14. Identifies non-fiction literature.<br><br>15. Identifies specific literary types: fable, short story, biography, and poetry.<br><br>16. Participates in dramatic interpretation of a given story he/she has read. | |
| LANGUAGE | |
| 17. *IDENTIFIES SINGULAR FORMS OF NOUNS. (5WA1)<br><br>18. *IDENTIFIES THE CORRECT FORMS OF REGULAR VERBS IN CONTEXT. (5WA2)<br><br>19. *IDENTIFIES REGULAR PLURAL FORMS OF NOUNS. (5WA3) | |

| LANGUAGE (continued) | TEACHER REFERENCE |
|---|---|
| 20. *WRITES THE PLURAL FORM OF NOUNS BY ADDING "S" OR "ES" TO THE BASE WORD. (5WA4) | |
| 21. Identifies synonyms and antonyms. | |
| 22. Identifies and composes compound words. | |
| 23. Arranges words alphabetically to the third letters. | |
| 24. Use the dictionary to identify and/or copy the syllabication of words. | |
| 25. Identifies adjectives. | |
| 26. Identifies nouns, pronouns and verbs in sentence context. | |
| 27. Distinguishes between subject and predicate. | |
| WRITTEN COMMUNICATION | |
| 28. *WRITES SIMPLE DECLARATIVE AND INTERROGATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER. (5WA5) (5WA6) | |
| 29. *LISTS INFORMATION (WHO, WHAT, WHEN, WHERE) OF A GIVEN MESSAGE. (5WD11) | |
| 30. *COMPLETES AND SPELLS CORRECTLY FORMS REQUESTING NAME, AGE, ADDRESS, AND TELEPHONE NUMBER. (5WF14) (5WG17) | |
| 31. *USES A QUESTION MARK TO COMPLETE AN INTERROGATIVE SENTENCE HE/SHE HAS WRITTEN. (5WH19) | |
| 32. *USES A PERIOD TO COMPLETE ABBREVIATIONS OF COMMON TITLES (MR., MRS., MS., DR.) (5WH20) | |
| 33. *USES A COMMA TO SEPARATE NAMES OF STATES FROM NAMES OF CITIES IN AN ADDRESS. (5WH21) | |
| 34. *USES A COMMA TO SEPARATE THE YEAR FROM THE DAY OF THE MONTH IN A DATE. (5WH22) | |
| 35. *USES AN APOSTROPHE TO FORM CONTRACTIONS. (5WH24) | |
| 36. *CAPITALIZES PROPER NOUNS WHICH NAME PERSONS, DAYS OF WEEK, MONTHS OF THE YEAR, AND NAMES OF STREETS, CITIES, STATES, AND COUNTRIES. (5WI25) | |

| WRITTEN COMMUNICATION (continued) | TEACHER REFERENCES |
|---|---|
| 37. *CAPITALIZES COMMON TITLES (MR., MRS., DR., MS.)<br>(5WI27)<br><br>38. *WRITES LEGIBLY IN MANUSCRIPT AND CURSIVE.<br>(5WJ28)<br><br>39. *SPACES SENTENCES TO FORM A LEGIBLE PARAGRAPH.<br>(5WJ29)<br><br>40. Produces an appropriate title or caption for a picture, and expresses his/her ideas and feelings in free creative writing.<br><br>41. *SPELLS CORRECTLY WORDS SELECTED FROM THE HIGH-FREQUENCY LIST THAT ARE APPROPRIATE TO THIRD GRADE.<br>(5WG15)<br><br>42. *WRITES A FRIENDLY LETTER WITH DATE, GREETING, BODY, CLOSING AND SIGNATURE; AND ADDRESSES ENVELOPE CORRECTLY.<br>(5WG12)<br>(5WG13)<br><br>43. *WRITES AT LEAST TWO RELATED SENTENCES WHICH EXPAND A SPECIFIED TOPIC SENTENCE.<br>(5WC10) | |

## GRADE 4

| NON-VERBAL COMMUNICATION | TEACHER REFERENCES |
|---|---|
| 1. Identifies non-verbal symbols with appropriate meanings. | |
| 2. Responds appropriately to specific signals. | |
| 3. Uses gestures to communicate specified messages. | |
| **ORAL COMMUNICATION** | |
| 4. Identifies vowel and consonant sounds when presented orally or pictorially. | |
| 5. Exhibits techniques of listening by repeating a message. | |
| 6. Identifies the characteristics of oral language. (e.g., pitch, stress, juncture, inflected endings, etc.) | |
| 7. Evaluates oral language of others. (Projection, enunciation, pronunciation, pitch, stress, etc.) | |
| 8. Gives oral directions of at least three steps so that someone else can accomplish the desired task. | |
| 9. Distinguishes between formal and informal language. | |
| 10. Gives an oral report using appropriate techniques of oral communication. | |
| **LITERATURE** | |
| 11. Reads a short story and identifies the plot orally or in writing. | |
| 12. Identifies main characters in a novel. (Also plot and setting.) | |
| 13. Interprets the meaning of a poem. | |
| 14. Distinguishes among types of literature using a list of descriptive characteristics. | |
| 15. Identifies literary selections of various types and interprets the meaning of each. | |
| 16. Interprets the meaning of a familiar story or poem through dramatization. | |
| **LANGUAGE** | |
| 17. *WRITES THE PLURAL FORMS OF NOUNS BY ADDING "S" OR "ES" TO THE BASE WORD. (5WA4) | |
| 18. *USES GUIDE WORDS TO LOCATE SPECIFIED WORDS IN A DICTIONARY. (5WG18) | |

| LANGUAGE (continued) | TEACHER REFERENCE |
|---|---|
| 19. Locates selected information in the dictionary. | |
| 20. *IDENTIFIES CORRECT FORMS OF REGULAR VERBS IN CONTEXT. (5WA2) | |
| 21. Identifies the correct homonyms to be used in a sentence. | |
| 22. Supplies the possessive forms of both singular and plural nouns. | |
| WRITTEN COMMUNICATION | |
| 23. *CLASSIFIES WORDS NAMING OBJECTS WITH SIMILAR CHARACTERISTICS UNDER APPROPRIATE HEADINGS. (5WB7) | |
| 24. *WRITES LEGIBLY IN MANUSCRIPT AND CURSIVE. (5WJ28) | |
| 25. *WRITES DECLARATIVE SENTENCE USING APPROPRIATE ENGLISH WORD ORDER. (5WA5) | |
| 26. *WRITES INTERROGATIVE SENTENCES USING APPROPRIATE ENGLISH WORD ORDER. (5WA6) | |
| 27. *CAPITALIZES PROPER NOUNS WHICH NAME PERSONS, DAYS OF WEEK, MONTHS OF THE YEAR AND NAMES OF STREETS, CITIES, STATES AND COUNTRIES. (5WI25) | |
| 28. *SPELLS WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE 4. (5WG15) | |
| 29. *SPELLS WORDS CORRECTLY IN INDEPENDENT WORK. (5WG16) | |
| 30. *LISTS INFORMATION (WHO, WHAT, WHEN, AND WHERE) OF A GIVEN MESSAGE. (5WD11) | |
| 31. *ORGANIZES THREE SEGMENTS OF A STORY INTO AN APPROPRIATE SEQUENTIAL ORDER. (5WB8) | |
| 32. *ARRANGES FOUR SENTENCES INTO A MEANINGFUL PARAGRAPH. (5WC9) | |
| 33. Chooses from six sentences those that will go in a paragraph about a specific topic. | |

| WRITTEN COMMUNICATION (continued) | TEACHER REFERENCES |
|---|---|
| 34. *SPACES SENTENCES TO FORM A LEGIBLE PARAGRAPH. (5WJ29) | |
| 35. *WRITES AT LEAST TWO RELATED SENTENCES WHICH EXPAND A SPECIFIED TOPIC SENTENCE. (5WC10) | |
| 36. Expresses in writing ideas and feelings about a given picture. | |
| 37. *WRITES A FRIENDLY NOTE. (5WE12) | |
| 38. *CAPITALIZES SIMPLE GREETING AND CLOSING OF A LETTER. (5WI26) | |
| 39. *USES THE COMMA IN THE GREETING AND IN THE CLOSING OF A FRIENDLY LETTER. (5WG23) | |
| 40. *ADDRESSES AN ENVELOPE. (5WE13) | |

| NON-VERBAL COMMUNICATION | TEACHER REFERENCES |
|---|---|
| 1. Responds correctly to signals given during choral reading. | |
| 2. Associates meanings with specific symbols. | |
| ORAL COMMUNICATION | |
| 3. Responds to oral directions to perform specific observable tasks. | |
| 4. Gives an informative speech of at least three minutes to his peers. | |
| 5. Improvises dialogue for a variety of social situations. | |
| LITERATURE | |
| 6. Labels the description of literary types. | |
| 7. Infers the motives of characters in short stories and novels. | |
| 8. Reads a poem orally in such a manner as to convey understanding. | |
| 9. Identifies similies and metaphors. | |
| LANGUAGE | |
| 10. *WRITES THE PLURAL FORMS OF NOUNS CORRECTLY. (8WA1) | |
| 11. Uses adjectives to describe concrete objects. | |
| 12. Identifies nouns, pronouns, verbs, adjectives, adverbs and prepositions in given sentences. | |
| 13. Uses the dictionary to define and identify the parts of speech of each of five words as used in a given sentence. | |
| 14. Uses the dictionary to locate, define, and pronounce a list of words. | |
| 15. Uses pronouns appropriately in written assignments. | |
| 16. *WRITES SENTENCES THAT HAVE SUBJECT-VERB AGREEMENT. (8WA4) | |
| 17. *USES THE APPROPRIATE FORMS OF COMMON REGULAR VERBS. (8WA2) | |
| 18. *USES THE APPROPRIATE FORMS OF COMMON IRREGULAR VERBS. (8WA5) | |
| WRITTEN COMMUNICATION | |
| 19. *GROUPS WORDS OR OBJECTS WHICH ARE SIMILAR. (8WB7) | |
| 20. *PRODUCES HEADINGS FOR GROUPS OF SIMILAR WORDS OR OBJECTS. (8WB8) | |

| WRITTEN COMMUNICATION (continued) | TEACHER REFERENCE |
|---|---|
| 21. *MAKES A LIST OF THE INFORMATION NEEDED BEFORE WRITING. (8WB11) | |
| 22. Combines a pair of related simple declarative sentences to make a single declarative sentence with compound subject or verb. | |
| 23. *COMBINES TWO RELATED SENTENCES INTO A COMPOUND SENTENCE USING APPROPRIATE CONNECTORS. (8WA3) (8WA6) | |
| 24. *WRITES AT LEAST THREE SENTENCES RELATED TO ONE TOPIC. (8WC12) | |
| 25. *SPELLS WORDS FROM A SELECTED HIGH-FREQUENCY LIST OF THOSE WORDS NEEDED IN WRITING THROUGH GRADE FIVE. (8WG24) | |
| 26. *SPELLS MONTHS OF THE YEAR, DAYS OF THE WEEK, AND NUMBERS FROM ONE TO ONE HUNDRED TWENTY-FIVE. (8WG25) | |
| 27. *USES THE COMMA TO SEPARATE WORDS IN A SERIES. (8WH28) | |
| 28. *USES THE COMMA TO SEPARATE PROPER NAMES IN DIRECT ADDRESS. (8WH29) | |
| 29. *USES AN EXCLAMATION POINT TO COMPLETE AN IMPERATIVE STATEMENT, WHEN FORCE IS INTENDED. (8WH27) | |
| 30. *CAPITALIZES COMMONLY USED ABBREVIATIONS FOR PROPER NOUNS. (8WI30) | |
| 31. *CAPITALIZES APPROPRIATE WORDS IN TITLES. (8WI31) | |
| 32. Uses correct handwriting and spelling in regular composition assignments. | |
| 33. *PROOFREADS FOR LEGIBILITY AND CORRECT SPELLING. (8WJ32) | |
| 34. *INCLUDES THE FOLLOWING NECESSARY INFORMATION FROM A TELEPHONE MESSAGE: THE CALLER'S NAME, TELEPHONE NUMBER, AND THE MAIN IDEA OF THE MESSAGE. (8WD14) | |

| WRITTEN COMMUNICATION (continued) | TEACHER REFERENCES |
|---|---|
| 35. *LISTS THE ITEMS OR STEPS NECESSARY FOR PERFORMING A SPECIFIED PROCESS. (8WD15) | |
| 36. *COMPLETES FORMS REQUESTING ADDRESS, TELEPHONE NUMBER, DATE AND PLACE OF BIRTH, PARENTS' OR GUARDIANS' NAMES. (8WF23) | |

# APPENDIX

SCHOOL DISTRICT OF ESCAMBIA COUNTY
ELEMENTARY LANGUAGE ARTS SKILLS K-5

Student's name

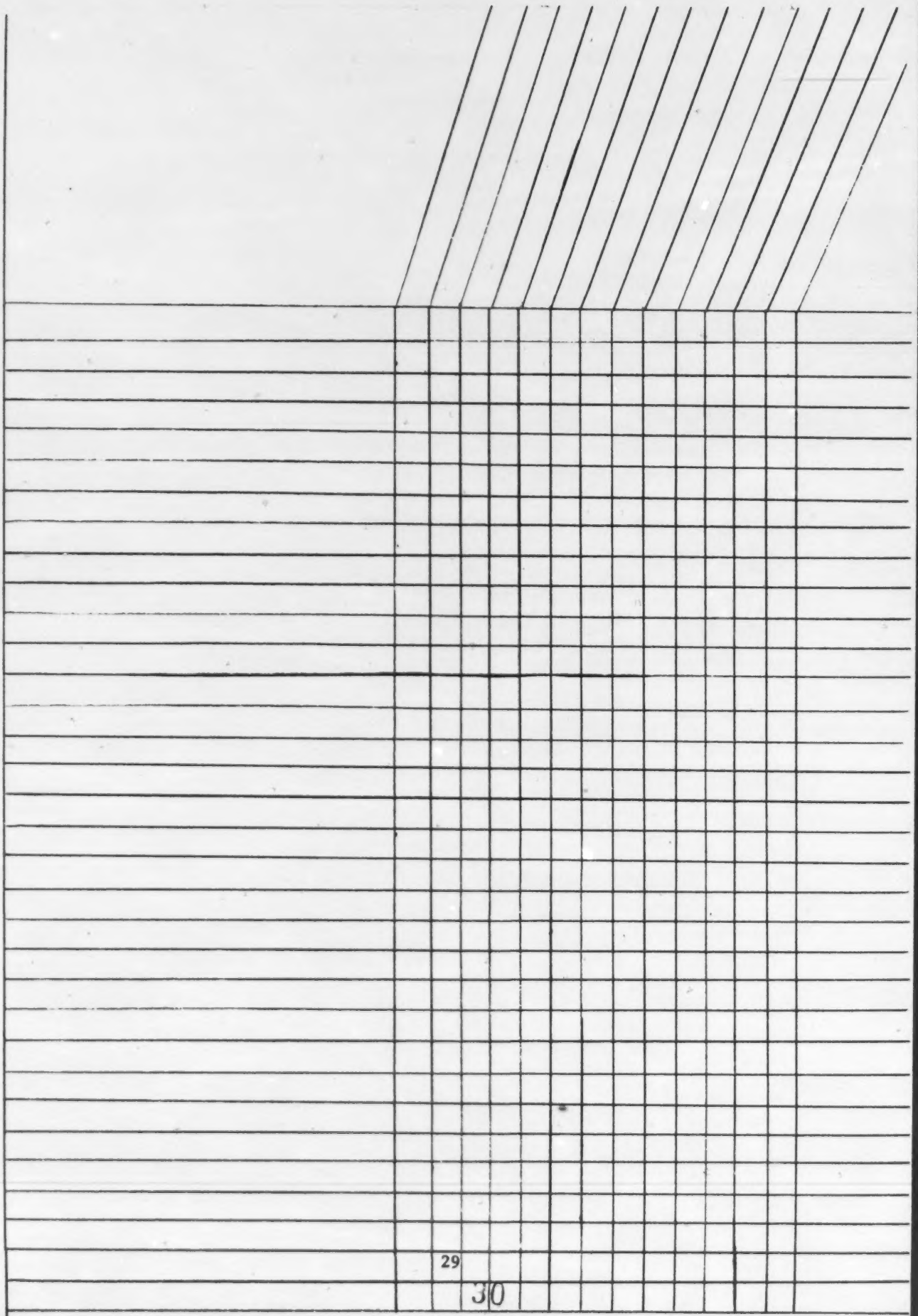
CODE: ① = Skill introduced

⊗ = Skill mastered

Reference: Elementary Language Arts Program Management Guide (1978)

| GRADE | K | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|---|
| YEAR | 19 -19 | 19 -19 | 19 -19 | 19 -19 | 19 -19 | 19 -19 |
| NON-VERBAL COMMUNICATION | 3.<br>4. | 1. *3.<br>*2. 4. | 1. 3.<br>2. | 1. 3.<br>2. 4. | 1. 3.<br>2. | 1.<br>2. |
| ORAL COMMUNICATION | *1. *11.<br>*6. *13.<br>*7. 14.<br>8. 15.<br>9. 27.<br>28. | 5.<br>6.<br>7.<br>8.<br>9. | 4.<br>5.<br>6.<br>7. | 5. 9.<br>6. 10.<br>7. 11.<br>8. 12. | 4. 8.<br>5. 9.<br>6. 10.<br>7. | 3.<br>4.<br>5. |
| LITERATURE | *2.<br>*5.<br>18. | *10.<br>11.<br>12.<br>13. | 8.<br>9.<br>10.<br>11. | 13.<br>14.<br>15.<br>16. | 11. 14.<br>12. 15.<br>13. 16. | 6.<br>7.<br>8.<br>9. |
| LANGUAGE | 10.<br>*12.<br>*25. | 14.<br>15.<br>16. | 12. 18.<br>13. 19.<br>14. 20.<br>15. 21.<br>16. 22.<br>17. 23. | *17. 23.<br>*18. 24.<br>*19. 25.<br>*20. 26.<br>21. 27.<br>22. | *17.<br>*18.<br>19.<br>*20.<br>21.<br>22. | *10. *16.<br>11. *17.<br>12. *18.<br>13.<br>14.<br>15. |
| WRITTEN COMMUNICATION | *16.<br>*17.<br>*19.<br>*20.<br>*21.<br>*22.<br>*23.<br>*24.<br>*26. | *17. *24.<br>*18. *25.<br>*19. 26.<br>20. *27.<br>21. *28.<br>*22. *29.<br>*23. *30. | *24. *34.<br>*25. 35.<br>*26. 36.<br>*27. 37.<br>*28. *38.<br>*29. *39.<br>*30. *40.<br>*31. 41.<br>*32. *42.<br>*33. *43.<br>44. | *28. *36.<br>*29. *37.<br>*30. *38.<br>*31. *39.<br>*32. 40.<br>*33. *41.<br>*34. *42.<br>*35. *43. | *23. *32.<br>*24. 33.<br>*25. *34.<br>*26. *35.<br>*27. 36.<br>*28. *37.<br>*29. *38.<br>*30. *39.<br>*31. *40. | *19. *27.<br>*20. *28.<br>*21. *29.<br>22. *30.<br>*23. *31.<br>*24. 32.<br>*25. *33.<br>*26. *34.<br>*35.<br>*36. |

*A Minimum Student Performance Standard/Basic Skill in Writing measured by Statewide Assessment Program.



## BEGINNING GRADE 3

**WRITING STANDARDS**

#A — THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES.

#B — THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS.

#C — THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY.

#D — THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION.

#E — THE STUDENT WILL WRITE LETTERS AND MESSAGES USING COMMONLY ACCEPTED FORMATS.

#F — THE STUDENT WILL FILL OUT COMMON FORMS.

#G — THE STUDENT WILL SPELL CORRECTLY.

**BASIC SKILLS — The student will:**

1. Dictate grammatically correct sentences.
2. Classify pictures and shapes under appropriate headings.
3. Arrange a group of four pictures in an appropriate sequential pattern.
4. Dictate a logical sequence of events based on pictorial representations.
5. Copy an invitation, notice or announcement.
6. Dictate the contents of a friendly note.
7. Copy a friendly letter.
8. Complete forms requesting name and age.
9. Spell words from a selected high-frequency list of those words needed in writing through grade two.
10. Spell his/her own first and last name.
11. Write letters of the alphabet in sequence.

## BEGINNING GRADE 3

| WRITING STANDARDS | BASIC SKILLS — The student will: |
|---|---|
| #H — THE STUDENT WILL PUNCTUATE CORRECTLY. | 12. Use a period to complete a declarative sentence he/she has written. |
| #I — THE STUDENT WILL CAPITALIZE CORRECTLY. | 13. Capitalize the first letter of the first word of a sentence.<br>14. Capitalize the pronoun I.<br>15. Capitalize the first letters in his/her own name. |
| #J — THE STUDENT WILL WRITE LEGIBLY. | 16. Use legible manuscript handwriting.<br>17. Group letters to form words.<br>18. Space words to form sentences.<br>19. Write numerals 0–9 legibly. |



32

## BEGINNING GRADE 5

| WRITING STANDARDS | BASIC SKILLS — The student will: |
|---|---|
| #A — THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES. | 1. Identify singular forms of nouns.<br>2. Identify the correct forms of regular verbs in context.<br>3. Identify regular plural forms of nouns.<br>4. Write the plural form of nouns by adding "s" or "es" to the base word.<br>5. Write declarative sentences using appropriate English word order.<br>6. Write interrogative sentences using appropriate English word order. |
| #B — THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS. | 7. Classify words naming objects with similar characteristics under appropriate headings.<br>8. Organize three segments of a story into an appropriate sequential order. |
| #C — THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY. | 9. Arrange four sentences into a meaningful paragraph.<br>10. Write at least two related sentences which expand a specified topic sentence. |
| #D — THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION. | 11. List information (who, what, when and where) of a given message. |
| #E — THE STUDENT WILL WRITE LETTERS AND MESSAGES USING COMMONLY ACCEPTED FORMATS. | 12. Write a friendly note.<br>13. Address an envelope. |

#F — THE STUDENT WILL FILL OUT COMMON FORMS.

14. Complete forms requesting name, age, address, and telephone number.

#G — THE STUDENT WILL SPELL CORRECTLY.

15. Spell words from a selected high-frequency list of those words needed in writing through grade four.

16. Spell words correctly in independent work.

17. Spell his/her own complete address.

18. Use guide words to locate specified words in a dictionary.

#H — THE STUDENT WILL PUNCTUATE CORRECTLY.

19. Use a question mark to complete an interrogative sentence he/she has written.

20. Use a period to complete abbreviations of common titles (Mr., Ms., Mrs., Dr.).

21. Use a comma to separate names of states from names of cities in an address.

22. Use a comma to separate the year from the day of the month in a date.

23. Use the comma in the greeting and in the closing of a friendly letter.

24. Use an apostrophe to form contractions.

#I — THE STUDENT WILL CAPITALIZE CORRECTLY.

25. Capitalize proper nouns which name persons, days of week, months of the year, and names of streets, cities, states, and countries.

26. Capitalize simple greeting and closing of a letter.

27. Capitalize common titles (Mr., Mrs., Dr., Ms.).

#J — THE STUDENT WILL WRITE LEGIBLY.

28. Write legibly in manuscript and cursive.

29. Space sentences to form a legible paragraph.


34

## BEGINNING GRADE 8

| WRITING STANDARDS | BASIC SKILLS — The student will: |
|---|---|
| #A — THE STUDENT WILL COMPOSE GRAMMATICALLY CORRECT SENTENCES. | 1. Write the plural forms of nouns correctly.<br>2. Use the appropriate forms of common regular verbs in writing.<br>3. Write declarative sentences having compound subjects and/or verbs.<br>4. Make subjects and verbs agree.<br>5. Use the appropriate forms of common irregular verbs.<br>6. Write compound declarative sentences using appropriate English word order. |
| #B — THE STUDENT WILL ORGANIZE OBJECTS AND INFORMATION INTO LOGICAL GROUPINGS AND ORDERS. | 7. Group words or objects which are similar.<br>8. Generate headings for groups of similar words or objects.<br>9. Write a story using an appropriate organizational pattern.<br>10. Write a set of simple directions or procedures using an appropriate organizational pattern.<br>11. List information before writing. |
| #C — THE STUDENT WILL WRITE A PARAGRAPH EXPRESSING IDEAS CLEARLY. | 12. Write at least three sentences related to one topic. |

## BEGINNING GRADE 8

| WRITING STANDARDS | BASIC SKILLS — The student will: |
|---|---|
| #D — THE STUDENT WILL WRITE FOR THE PURPOSE OF SUPPLYING NECESSARY INFORMATION. | 13. Include the necessary information when listing personal tasks and plans.<br>14. Include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.<br>15. List the items or steps necessary for performing a specified process.<br>16. Include in any written message, invitation, or announcement, necessary information such as who, what, when, where, and how. |
| #E — THE STUDENT WILL WRITE LETTERS AND MESSAGES USING COMMONLY ACCEPTED FORMATS. | 17. Write a business letter when specific information is given.<br>18. Use a proper form when writing a simple business letter.<br>19. Use a proper form when addressing a business envelope. |
| #F — THE STUDENT WILL FILL OUT COMMON FORMS. | 20. Complete the form necessary to apply for a Social Security number.<br>21. Complete order blanks.<br>22. Complete a check and its stub.<br>23. Complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names. |

## BEGINNING GRADE 8

| WRITING STANDARDS | BASIC SKILLS — The student will: |
|---|---|
| #G — THE STUDENT WILL SPELL CORRECTLY. | 24. Spell words from a selected high-frequency list of those words needed in writing through grade seven. |
| | 25. Spell months of the year, days of the week, and numbers from one to one hundred twenty-one. |
| | 26. Use a dictionary, with guidance, to spell words having phonetically regular beginnings. |
| #H — THE STUDENT WILL PUNCTUATE CORRECTLY. | 27. Use an exclamation point to complete an imperative statement, when force is intended. |
| | 28. Use the comma to separate words in a series. |
| | 29. Use the comma to separate proper names in direct address. |
| #I — THE STUDENT WILL CAPITALIZE CORRECTLY. | 30. Capitalize commonly used abbreviations for proper nouns. |
| | 31. Capitalize appropriate words in titles. |
| #J — THE STUDENT WILL WRITE LEGIBLY. | 32. Proofread for legibility. |
| | 33. Use proper format for indentations and margins. |

## DISTRICT LANGUAGE ARTS GOALS

In order to support the educational mission of the Escambia County School District and to expand into more applicable subject-area oriented statements the educational goals of the district (see "Mission Statement" and "Escambia District Educational Goals" in annual document for Comprehensive Educational Planning), the district goals for language arts instruction (1976 revision) are stated below. All language arts instruction in the district is measured against these goals.

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Instructional Program - Students shall be given opportunities to:

1. Communicate ideas, attitudes, and feelings effectively in nonverbal language.
2. Comprehend knowledge through purposeful and critical observation and listening.
3. Apply oral language skills effectively in group interaction processes and in making formal and informal presentations.
4. Express ideas, attitudes, and feelings effectivley through a variety of utilitarian and creative forms of written communication.
5. Apply mechanics and conventions of written and oral language to assure accuracy and clarity in communication.
6. Interpret literature through personal values and experiences, value systems of today's world, cultural and historical information, and recognized literary standards.
7. Identify useful information about the English language such as formal grammars, word meanings, word origins, history of the language, regional and social dialects, and types and uses of dictionaries.

Note: Language Arts Education accepts a full measure of responsibility for helping students to master basic as well as advanced reading skills. The stating of goals in reading, however, is left to the District Reading Department and individual schools. For this reason, no statement appears in the above list of goals specifically focusing on basic reading skills.

## 9.748 *Kindergarten and Nursery—Early Childhood—when provided*

(1) **Goals**—Specific goals of the early childhood and nursery shall be to help the student to:

(a) Grow in understanding and competency in dealing with the social world.

(b) Develop a positive self concept.

(c) Develop techniques in getting along with others.

(d) Grow in knowledge and understanding of the physical and natural world.

(e) Develop beginning understandings of quantitative relationships.

(f) Increase competency and skill in physical coordination and body movement.

(g) Develop sound health and safety habits and attitudes.

(h) Develop skills to communicate ideas and feelings through language, movement, art, music, literature, and other media.

(2) **Instruction**

(a) **Language arts**

1. **Speaking.** (X-3.097-level 1-h,b)—Students express themselves orally in individual and group situations.

2. **Speaking.** (X-3.098-level 2-h,b)—Students demonstrate evidence of growth in oral expression using a large and more meaningful vocabulary.

3. **Speaking.** (X-3.099-level 3-h,b)—Students demonstrate competency in oral expression.

4. **Listening.** (X-3.100-level 1-h)—Students listen purposefully.

5. **Listening.** (X-3.101-level 2-h)—Students identify and describe likenesses and differences in sounds.

6. **Listening.** (X-3.102-level 3-h)—Students demonstrate the ability to interpret sequences of events in their listening experiences.

7. **Listening.** (X-3.103-level 3-h)—Students demonstrate ability to make choices in their listening experience.

8. **Observation.** (X-3.104-level 2-h)—Students develop observation skills ranging from concrete to symbolic and abstract levels.

9. **Observing.** (X-3.105-level 2-h)—Students demonstrate ability to read pictures through enumeration, description and interpretation.

## 9.744 *English Language Arts—Elementary*

(1) **Goals**—The goals of the English language arts program shall be to provide experiences which will enable each student to:

(a) Develop his ability to communicate effectively his ideas, attitudes and emotions by whatever appropriate means.

(b) Understand himself both as an individual and as a member of the communication group.

(c) Develop his ability to employ non-verbal and verbal (viewing, listening, speaking, reading, and writing) communication in the solution of problems.

(d) Develop his power of language so that he may derive emotional, social, and intellectual satisfaction from communication and from life.

(e) Interpret and appreciate all of the outstanding language, literary, and media forms.

(2) **Instruction**

(a) **Basic skills.** (P-3.015-level 1-a)—The program has provided each student opportunities for experiences with actual language use in meaningful communication situations.

(b) **Readiness experiences for the English language arts.**

1. **Readiness experiences.** (X-3.028-level 1-a,e)—Students evidence readiness for formal instruction in each facet of the English language arts.

2. **Developmental experiences.** (P-3.016-level 1-a,c)—Teachers evaluate individual student achievement and provide necessary experiences to assure continuity of experience for growth in the language arts.

3. **Evaluation.** (X-3.029-level 2-1)—Each student reveals progress in language growth each year in proportion to his intellectual, physiological, social, and emotional maturity.

(c) **Non-verbal communication**

1. **Identification.** (X-3.030-level 1-a,c)—Students identify non-verbal stimuli.

2. **Response.** (X-3.031-level 2-a,c)—Students respond to non-verbal stimuli.

3. **Application.** (X-3.032-level 3-a,c)—Students consciously use non-verbal communication.

(d) **Verbal communication—Listening**

1. **Identification.** (X-3.033-level 1-a,c)—Students identify auditory stimuli.

2. **Discrimination.** (X-3.034-level 2-a,c)—Students listen for specific purpose.

3. **Comprehension.** (X-3.035-level 3-a,c)—Students comprehend the techniques of listening.

(e) **Verbal communication—Speaking**

1. **Identification.** (X-3.036-level 1-a,c)—Students identify the characteristics of oral language.

2. **Discrimination.** (X-3.037-level 2-a,c)—Students use oral language for specific purposes.

3. **Comprehension.** (X-3.038-level 3-a,c)—Students comprehend the techniques used in oral language.

(f) **Verbal communication—Reading**

(Reading Standards are reflected in programs developed by the District Reading Department and by individual schools.)

(g) **Verbal communication—Literature**

1. **Reading of literature.** (X-3.044-level 1-c,e)—Students exhibit skills in reading each of the following literary types:

   a. Short stories

   b. Novels

2. **Reading of literature.** (X-3.045-level 1-c,e)—Students exhibit skills in reading each of the following literary types:

   a. Poetry

   b. Non-fiction

3. **Identification of literary form.** (X-3.046-level 2-d,e)—Students identify general types of literature according to distinguishing characteristics.

4. **Interpretation of literature.** (X-3.047-level 3-d,e)—Students interpret literature representative of the general types.

5. **Participation in dramatic arts.** (X-3.048-level 3-d,e)—Students participate in impromptu and/or planned dramatic interpretations of literature.

6. **Appreciation of literature.** (P-3.021-level 3-d,e)—Students are provided opportunities to appreciate literature which emphasizes humanistic values.

(h) **Verbal communication—Writing**

1. **Creative writing.** (X-3.049-level 1-a,c)—Students express their own ideas and feelings in free creative writing.

2. **Composition skills.** (X-3.050-level 2-a,c)—Students consistently use legible handwriting and standard spelling in planned writing assignments.

3. **Composition skills.** (X-3.051-level 2-a,c)—Students consistently demonstrate appropriate usage and conventional mechanics in planned writing assignments.

4. **Composition structure.** (X-3.052-level 3-a,c)—Students expand a topic sentence into a simple, organized paragraph.

(i) **Verbal communication—Language**

1. **Basic skills.** (X-3.053-level 1-a,d)—Students use proficiently characteristic English sound patterns and word formations.

2. **Basic skills.** (X-3.054-level 1-a,d)—Students use proficiently basic sentence structures.

3. **Dictionary use.** (X-3.055-level 2-a,d)—Students locate selected information in the dictionary.

4. **Varieties.** (X-3.056-level 2-b,d)—Students demonstrate the knowledge that language varies with time and place.

5. **Structure.** (X-3.057-level 3-b,d)—Students identify word form classes and some basic sentence patterns.

(j) **Evaluation.** (P-3.022-level 1-a)—This area is evaluated annually to ascertain the fulfillment of the stated goals as measured by specific criteria or objectives established and utilized by the school. (Also see 9.72 and 9.621 (2) (d).)

GLOSSARY

ACCREDITATION STANDARDS - those broad educational objectives in every discipline which define Florida's Basic Goal No. 2 (general education) and which provide guidelines for curriculum development at the district and school levels.

ASSESSMENT (STATE) - a program composed of objective, printed tests purporting to measure students' achievement of Minimum Student Performance Standards (Basic Skills) in grades 3, 5, 8, and 11.

BASIC GOALS (STATE) - carefully worded statements of the broad areas of formal education determined to be the state's legal responsibilities for meeting educational needs of Florida citizens which serve as basic guidelines for developing, implementing, and evaluating educational programs funded by the Florida Education Finance Plan (FEFP). (In all, there are seven (7) state goals. K-12 education is mainly concerned with the first three: 1. Basic Skills, 2. General Education, 3. Vocational Technical Education.)

BASIC SKILLS - those skills judged by the state to be necessary for the achievement of Minimum Student Performance Standards (in reading, writing, and mathematics).

DISTRICT GOALS - succinct statements of those major areas of educational responsibility to be accomplished through the various educational programs of the district to meet the educational needs of district citizens. (District goals derive from and must be compatible with state goals. There are twenty-two (22) district educational goals establishing the general direction for all educational programs in Escambia County public schools.)

DISTRICT LANGUAGE ARTS GOALS - succinct statements of those major areas of educational responsibility falling under the instructional discipline of language arts. Language arts goals derive from and must be compatible with district educational goals. (There are ten (10) district language arts goals establishing the general directions for each individual district school's language arts instructional program.)

EVALUATION - a systematic process of analyzing various data--including professional opinion, observations, subjective reports, longitudinal studies, simulated or actual performances, oral or written tests, etc.--for the purpose of making either or both formative (interim) and summative (comprehensive and final) judgments about an educational program or its specific parts.

LANGUAGE - the vehicle of all verbal communication and governed by standards of vocabulary (word study) grammar (syntax), usage and characterized by historical, regional and cultural development.

LITERATURE - that division of written communication made up of several genres (e.g., short story, novel, poetry, essay, biography, etc.) which in turn is made up of many types (e.g., mystery, adventure, science fiction, etc.) and/or forms (sonnet, ballad, epic, etc.) and which has identifiable features (e.g., setting, plot, characters, mood, theme, etc.)

MEASUREMENT - a limited, specific process of evaluation based on predetermined criteria which include clear identification of what is being measured, specified procedures for measuring, and standards or criteria for judging the results or data acquired from the measurement. Measurement techniques and measuring instruments vary in the same degree as purposes for measurement vary. Formative (interim) evaluations, for instance, may be accomplished with a single narrow-purpose test; a summative (comprehensive and final) evaluation, on the other hand, will probably require several varied-purpose measurements, of which tests may constitute only a part of the total measurement used.

MINIMUM STUDENT PERFORMANCE STANDARDS (MSPS OR MPS) - broadly stated minimum educational achievements (in reading, writing, and mathematics) required of all Florida students and measured by the state at grades 3, 5, 8, and 11.

NON-VERBAL COMMUNICATION - that communication accomplished by other than verbal means (e.g., signs, symbols, sounds, body language, etc.) and always used to complement oral communication.

OBJECTIVES - statements of specific behaviors that will be exhibited by a student after he or she has been given appropriate instruction.

ORAL COMMUNICATION - that communication accomplished by means of spoken language (e.g., conversation, oral reading, group discussion, oral reports, speeches, dramatic presentations, etc.)

STRAND - a principal subdivision of language arts: language, literature, speaking and listening (oral/aural communication), non-verbal communication, written communication.

TESTING - a limited, specific technique of measurement usually designed to assist in determining a quantitative evaluation of knowledge and process skills or performance behaviors requiring the use of certain knowledge and skills. Tests may assume a variety of forms, dependent upon what is being tested.

WRITTEN COMMUNICATION - that communication accomplished by means of written language and which is governed in part by standards of logical organization, informational content, form, diction, and mechanics (spelling, capitalization, and punctuation).